Child Outcomes: What is typically developing for a three to five year old?

The Early Childhood Outcomes Center developed a 7-point scale from which teams, utilizing their evaluation and assessment data, will use to rate each child upon entry and exit into Part C/Part B programs. The highest end of the scale (7-6) represents skills that typically developing children should know or be able to do.

The following provides an example of how a team might think about typically developing behaviors and skills in the area of Outcome 1, based on the 7-point Summary Scale. These examples illustrate what might be considered typically developing for a 54-month old child vs. what would be considered typically developing for a 36-month old child. Clearly, what is typical for a 4 ½ year old child is well beyond what would be expected of a 3 year old child.

The examples are not intended to be used in lieu of the required assessment tools, and are provided are for illustrative purposes only.

Outcome 1. POSITIVE SOCIO-EMOTIONAL SKILLS (INCLUDING SOCIAL RELATIONSHIPS)

To answer the questions below, think about the child's functioning in these and closely related areas (as indicated by assessments and based on observations from individuals in close contact with the child):

- · Relating with adults
- Relating with other children
- Following rules related to groups or interacting with others (if older than 18 months.)

	Sub Category: Relating with Adults									
	Completely	Between Completely and Somewhat	Somewhat	Between Somewhat and Emerging	Emerging	Between Emerging and Not Yet	Not Yet			
Outcome Rating	7	6	5	4	3	2	1			
54 mo	Complies with familiar adult requests without prompting	Complies with familiar adult requests with occasional verbal prompts	Generally complies with familiar adult requests though frequent verbal prompts are necessary.	Generally complies with familiar adult requests though frequent verbal and at times physical prompts are necessary.	Occasionally complies with familiar adult requests when given verbal and physical prompts (e.g. during highly preferred activities)	Rarely complies with familiar adult requests even when given verbal and physical prompts.	Does not comply with familiar adult requests even when given verbal and physical prompts.			

	Sub Category: Relating with Adults									
	Completely	Between Completely and Somewhat	Somewhat	Between Somewhat and Emerging	Emerging	Between Emerging and Not Yet	Not Yet			
Outcome Rating	7	6	5	4	3	2	1			
36	Generally complies with familiar adult requests though frequent verbal prompts may be necessary.	Generally complies with familiar adult requests though frequent verbal and at times physical prompts may be necessary.	Occasionally complies with familiar adult requests when given verbal and physical prompts (e.g during highly preferred activities)	Occasionally complies with familiar adult requests when given verbal and physical prompts (e.g during highly preferred activities), however is routinely noncompliant during non-prefered activities.	Will comply with adult requests only when request is given by a highly favored adult, during highly preferred activities, with the promise of tangible reinforcers.	Rarely complies with adult requests even when request is given by a highly favored adult, during highly preferred activities, with the promise of tangible reinforcers.	Refuses to comply with familiar adult requests in all situations.			

	Sub Category: Sharing/Playing										
	Completely	Between Completely and Somewhat	Somewhat	Between Somewhat and Emerging	Emerging	Between Emerging and Not Yet	Not Yet				
Outcome Rating	7	6	5	4	3	2	1				
54 mo	Proactively shares toys and materials with others without prompting Frequently initiates, responds to and sustains interactions with others as play	Shares toys, and/or materials willingly with occasional verbal prompts Occasionall y initiates and frequently responds to and sustains	Shares toys, and/or materials willingly though frequent verbal prompts are necessary. Responds to and sustains interactions with others as play partners, but rarely initiates play activities. Play	Shares toys, and/or materials when facilitated by an adult using frequent verbal and at times physical prompts. Occasionally responds to and sustains interactions with others as play partners, but does not initiate play	Reluctantly Shares toys and/or materials even when facilitated by an adult using verbal and physical prompts. Responds to and sustains interactions with others as play partners	Is initially upset when asked to share toys and/or materials even when facilitated with an adult, though calms self in a reasonable amount of time. Responds to interactions with others with play partners when facilitated by an	Grabs or hoards toys and/or materials to keep away from others, refusing to share. Is unable to calm self after adult facilitated sharing episode. Avoids others as play partners. Plays in isolation of				
	partners in cooperative play and in large and small groups	interactions with others as play partners in cooperative play	is primarily associative	activities. Play is primarily associative	when facilitated by an adult. Parallel and non-interactive play predominates	adult, but has difficulty sustaining interaction even with support. Parallel play not evident	others.				

	Sub Category: Sharing/Playing									
	Completely	Between Completely and Somewhat	Somewhat	Between Somewhat and Emerging	Emerging	Between Emerging and Not Yet	Not Yet			
Outcome Rating	7	6	5	4	3	2	1			
36 mo	Generally shares toys, and/or materials willingly with occasional verbal prompts Frequently, initiates, responds to and sustains interactions	Generally shares toys, and/or materials willingly though frequent verbal prompts are necessary Frequently, initiates, responds to and sustains	Generally shares toys, and/or materials when facilitated by an adult using frequent verbal and at times physical prompts Responds to and sustains interactions with others as play partners, but rarely	Reluctantly Shares toys and/or materials even when facilitated by an adult using verbal and physical prompts Responds to and sustains interactions with others as play partners when facilitated by an	Is initially upset when asked to share toys and/or materials even when facilitated with an adult, though calms self in a reasonable amount of time Responds to interactions with others as play partners when facilitated	Is initially upset when asked to share toys and/or materials even when facilitated with an adult, and has difficulty calming self for long periods of time after sharing episode Occasionally responds to interactions with others with play	Grabs or hoards toys and/or materials to keep away from others, refusing to share. Is unable to calm self after adult facilitated sharing episode. Such episodes are frequent and intense Avoids other children as play			
	with up to three play partners in cooperative play	interactions with up to three play partners in associative play	initiates play activities. Play is primarily parallel, but may be associative at times	adult. Parallel and non- interactive play predominates	by an adult, but has difficulty sustaining interaction even with support. Non-interactive play predominates	partners when facilitated by an adult, but has difficulty sustaining interaction even with support. Non-interactive play predominates	partners, may interact in play with an adult who takes the lead. Generally plays in isolation of others			

	Completely	Between Completely and Somewhat	Somewhat	Between Somewhat and Emerging	Emerging	Between Emerging and Not Yet	Not Yet
Outcome Rating	7	6	5	4	3	2	1
54 mo	Follows established rules and routines with little or no adult supervision During group activities, listens when others talk (e.g. looks at speaker, watches demonstration) and incorporates or builds off of the ideas expressed by others while staying on topic.	Follows established rules and routines with occasional reminders During group activities, listens when others talk (e.g. looks at speaker, watches demonstration) and can answer most questions posed to the group without prompting	Generally follows established rules and routines though frequent reminders are necessary During group activities, listens when others talk (e.g., looks at speaker, watches demonstration) and can answer some questions posed to the group, with occasional prompting	Generally follows established rules and routines though frequent reminders and occasional physical redirection are required During group activities, occasionally listens when others talk (e.g., looks at speaker, watches demonstration) can answer some questions posed to the group but requires prompting	Occasionally follows established rules and routines with frequent reminders and physical redirection During group activities is passively engaged (e.g., looks around, fiddles, rarely looks at speaker), but does not disturb the group activity Can occasionally answer a question posed to the group with prompting	Rarely follows established rules and routines even when given frequent reminders and physical redirection During group activities, frequently interrupts the speaker either verbally or behaviorally, but may be redirected with support from an adult	Does not follow established rules and routines even when given frequent reminders and physical redirection During group activities, frequently interrupts the speaker, disrupts other children and/or leaves the activity

Participation in Group Activities										
	Completely	Between Completely and Somewhat	Somewhat	Between Somewhat and Emerging	Emerging	Between Emerging and Not Yet	Not Yet			
Outcome Rating	7	6	5	4	3	2	1			
36 mo	Generally follows established rules and routines with occasional reminders During group activities, generally listens when others talk (e.g. looks at speaker, watches demonstrati on) and can answer some questions posed to the group, with occasional prompting	Generally follows established rules and routines though frequent verbal reminders are necessary During group activities, generally listens when others talk (e.g. looks at speaker, watches demonstration) but easily distracted and needs occasional to frequent redirection in order to refocus. With prompting can answer some questions posed to the group	Occasionally follows established rules and routines with frequent verbal reminders and occasional physical redirection During group activities is passively engaged (e.g. looks around, fiddles, rarely looks at speaker), but does not disturb the group activity. Can occasionally answer a question posed to the group with prompting	Occasionally follows established rules and routines with frequent verbal reminders and frequent physical redirection During group activities is passively engaged (e.g. looks around, fiddles, rarely looks at speaker), and occasionally unintentionally disturbs the group activity Can repeat the correct answer posed to the group when provided a model	Can follow established rules and routines for portions of the activity with significant adult support During group activities has difficulty staying engaged, and needs significant adult support to stay in the activity even for short periods of time. Activity level is regularly disruptive to the group Limited ability to provide correct response even when provided a model	Initially follows other children as they enter independent or group activities, but does not understand general rules or routines and needs significant support to stay engaged for any amount of time	Does not understand general rules or follow routines. Needs significant supervision. May actively avoid activities with others			